

Mapping of Conditions 9 Years Basic Education Based of Natural Diversity North Borneo Province Republic of Indonesia

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Abstract

This study aims to determine the condition of education in the province of North Borneo. The focus of research on tracking the state of education in the area of land which is characterized by plantations and production forests, archipelago, coastal areas, border areas with other countries, as well as remote and underdeveloped regions. This study used a quantitative and qualitative research method of data collection and documentation of data search "focus group discussion". Location of the research conducted in the province of North Borneo. Data collection technique used: (1) secondary data such as documents on the state of education in the Central Bureau of Statistics of North Borneo Province; (2) The primary data in a way that uses the technique of guided interview focus group discussion. Data were analyzed with a table percentage, especially for secondary data and qualitative matrix is mainly the result of "focus group discussion". The study found the mapping area as follows: (1) The condition of education in the urban areas the average tends to be better than other areas; (2) The condition of education in mountainous areas or hilly averages tend to be pretty good; (3) The condition of education plains region or regions the average rice paddies and fields tend to be pretty good; (4) The condition of education mean coastal areas tend to be moderate; (5) The condition of education in the region of islands tend to moderate and scattered character; (6) The condition of education in the isolated areas tend to have lower average and lagging; (7) The condition of education in the border areas Malaysia averages tend to be low until quite characterless learners consists of children of foreign workers, namely the State Malaysia.

Keywords: mapping of education, the diversity of natural conditions, North Borneo

1. Background

The development of education in Indonesia can not be separated from the internal and global challenges. Internal challenges such as the democratization of education, decentralization of education management, and quality of education. Such global challenges related to the competitive and innovative in the development of education. Likewise, in the province of North Borneo educational development experiencing the same challenges. However, the challenge in the province of North Borneo is more complex and unique. That's because the province wide area, characterized by land and sea, as well as borders with other countries, namely Malaysia.

Overcoming the problems of education in the province of North Borneo required a special approach. That's because the province of North Borneo consists of land areas, beaches, islands, and the outermost provinces in the Republic of Indonesia. If the implementation of educational programs organized inappropriate and not in line with these conditions, as a result of education products not targeted. To that end, the necessary empirical data in the field to accurately determine the policy of targeted educational programs. Furthermore, that require attention in policy development education programs must consider the principal component of input, process and output. The various components include: curriculum and learning, school management and administration, staff, students, facilities and infrastructure, and community participation (Kemendikbud, 2013).

The province of North Borneo is a new province formed under Law No. 20 of 2012 on October 25, 2012. As the new province to 34 in Indonesia officially active since April 22, 2012. Implementation of the Regional Government, as stipulated in the Act No. 32 of 2004 prefers decentralization that provides flexibility and most of the authority to the regions to organize Regional Autonomy, the authority to determine and implement the policy of its own initiative based on the aspirations of society. The policy includes planning, implementation, monitoring and evaluation of the results of the implementation of the program. This is also true for development programs in the field of education.

Development in the field of education in the province of North Borneo should receive careful attention and intensive. That's because education is a long-term investment (Toffler, 1974). All education policy should be made on the basis of careful consideration, both in terms of academic, administratif, sociological, psychological, and cultural. Therefore, the program should refer to the policy planning mechanism that starts from the Medium Term Development Plan in the area. Furthermore, poured in the construction of a five-year strategic plan. In the end, operationalized in the annual work program and implemented by the regional work units. On the basis of this, education policy must be based on an in-depth study, a comprehensive and contextual in order to reach the expected goals. Thus, to produce an educational program that is conducive and effective, learners trained, have

adequate skills, and skilled life (Setjo, 2003 and Thiagarajan and Semmel, 1974).

Development of comprehensive education necessary inventory and an accurate mapping of the area is needed. Inventory and mapping of the complete education that will produce the basic data up to date and valid for educational planning in the province of North Borneo. The data is used not only to see the current conditions, but also be used to predict the future condition. In particular, in developing educational plans short term, medium term and long term, so as to produce the output of skilled and innovative education. Development of such education would be able to generate forces of innovative thinkers and generate meaningful thinking skills in living together in society (Cotton, 1991; Fatchan and Amirudin, 2007). If education is directed to overcome the problems of the nation, as well as in the province of North Borneo, would require adequate educational products not only in terms of quantity, but also in terms of quality (Cotton, 1990; Research and Development of Curriculum Center, 2001).

As we know that the Indonesian government has set the national standard of education, as follows (Ministry of Education and Culture, 2013): **First**, the standard of competence of graduates are qualified graduate capabilities that include attitudes, knowledge, and skills. **Second**, content standards is the scope of material and level of competence as outlined in the criteria concerning the competence of the graduates, the study material competence, competence of subjects and syllabus of learning that must be met by learners at the level and type of education. **Third**, process standards are national standards relating to the implementation of learning in an educational unit to achieve competency standards. **Fourth**, the standards are teachers and education criteria and eligibility "prajabatan" physically and mentally, as well as in-service education. **Fifth**, the standard of facilities and infrastructure are national standards relating to the minimum criteria of the study room, a gym, a place of worship, libraries, laboratories, workshops, a playground, a creation and recreation, as well as other learning resources. It is needed to support the learning process, including the use of information and communication technology. **Sixth**, management standards are national standards relating to the planning, implementation, and monitoring of educational activities at the unit level, district / municipal, provincial, or national level in order to achieve efficiency and effectiveness of education. **Seventh**, the financing standard is a standard that governs the operation of components and the cost of education unit which is valid for one year. **Eighth**, educational assessment standards are national standards relating to the mechanisms, procedures and instruments of assessment of learning outcomes of students.

The division of government affairs in the field of education is expected to realize the educational fair, equitable, quality, and have high competitiveness. Education fair means that with a clear division of affairs to the government, provincial, and district / city will be able to create educational services are able to reach and serve all walks of life, based on the criteria of externality, accountability, efficiency, and harmonious. That's the focus of the development of education, especially basic education of 9 years, in the region in the province of North Borneo. The low quality of basic education of 9 years is still being debated in the province, so that the necessary empirical data in the field to determine the policy of increasing educational programs targeted at the future, it is necessary for a research development (Borg and Gall, 1983; Woods, 1996).

In order to realize the quality education and equitable, North Borneo provincial government in this case the Regional Development Planning Board has taken strategic steps. Province of North Borneo has prepared a "Master Plan" which is a "grand design" of education in the province of North Borneo. "Grand design" was based on an inventory and mapping of all the components of a complete education and comprehensive in accordance with national standards of education. Master Plan study prepared should according to the context of demographic, geographic, geocentric and social culture a culture that is dominant in the relevant area (University of Washington, 2001). Inventory and mapping of schools are supported by data and information is complete, valid, and current can be viewed as an input right in planning development in the field of education, in order to create a superior human-based culture and the ability to self-learners. People who excel are human plenary able to harmonize aspects of intellectual, emotional and spiritual, is able to develop a wide range of potential intelligence compound owned optimal and balanced, as well as a critical way of thinking (Crow, 1989).

Data mapping and inventory of known and taken into account of various factors in the Province of North Borneo is needed. Including enabling and inhibiting factors related to the context of the condition and local wisdom. It is necessary for the education master plan based on accurate data that provide the right development direction education and achieve goals in accordance with the development plan of education programmed. The program, in outline includes programs related to equity and expanding access to programs to improve the quality, relevance and competitiveness, governance, Accountability and public image. For example, equity and improvement in the field of education quality improvement, relevance and competitiveness, integration skills, cultural integration, and meaningful life skills learners (Kunkel, 1975; Fatchan, 1997; Dikmenum, 2002; Fatchan, et al, 2004).

Starting from the various above description, the study aims to map the state of education in the province of North Borneo, especially the 9-year basic education. The condition relating to the existence of a specific province of North Borneo. North Borneo province peculiarities such as the existence of a land area which is

characterized by plantations and production forests, archipelago, coastal areas, border areas with other countries, and remote and underdeveloped regions. On the basis of this, the research is focused on mapping the state of education in the province of North Borneo.

2. Methods

This study uses quantitative and qualitative research methods with techniques of data collection through the "focus group discussion". Location of the research conducted in the province of North Borneo. The main objective of this study was to map the state of education in the province of North Borneo. Data collection aimed at tracking the state of education in the area of land which is characterized by plantations and production forests, archipelago, coastal areas, border areas with other countries, and remote and underdeveloped regions. Data collection technique used: (1) secondary data such as documents on the existing education conditions the Central Bureau of Statistics in each district and in the province of North Borneo; (2) The primary data in a way that uses the technique of guided interview focus group discussion. Data were analyzed with a table percentage, especially for secondary data and qualitative matrix is mainly the result of "focus group discussion". The criteria matrix contents include: very poor, lacking / low, moderate / sufficient, good / high, and excellent / very high.

3. Research result

General condition of the 9-year basic education in the province of North Borneo has a special character in line with the geographical conditions of the region are heterogeneous. The geographical character causes the condition of students, teachers, and facilities and infrastructure supporting different. Differences in the character of the area was as follows: in the urban areas, mountains or hills, plains region, coastal areas, island regions, isolated areas, and the border with the State Malaysia.

3.1 General Condition 9 Year Basic Education in the Province of North Borneo

Table 1: Number of Students and Teachers Primary education 9 Years 2010-2013

| No | Criteria School | 2010 | | 2011 | | 2012 | | 2013) * | |
|----|--------------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | | Student | Teacher | Student | Teacher | Student | Teacher | Student | Teacher |
| 1 | Kindergarten | 6.970 | 651 | 16.301 | 543 | 6.030 | 440 | 9.944 | 862 |
| 2 | Primary School State | 69.381 | 4.473 | 66.638 | 4.494 | 56.703 | 5.661 | 7.504 | 4.634 |
| | Private | 4.638 | 443 | 5.940 | 254 | 3.661 | 372 | 5.204 | 421 |
| 3 | Junior High School State | 21.880 | 1.575 | 21.270 | 1.559 | 20.261 | 2.167 | 26.201 | 1.931 |
| | Private | 2.685 | 262 | 2.619 | 242 | 2.037 | 304 | 2.613 | 287 |

Source: Borneo Province in Figures, 2011-2013

) * Additional data from each district in Figures 2014

Table 2: Literacy Rates in North Borneo province Years 2008-2012

| No. | Regency / City | Literacy Rate | | | | | |
|-----|-----------------|---------------|-------|-------|-------|-------|---------|
| | | 2008 | 2009 | 2010 | 2011 | 2012 | 2013) * |
| 1 | Malinau | 92.33 | 92.65 | 94.92 | 92.63 | 92.81 | 92.40 |
| 2 | Nunukan | 93.30 | 93.94 | 94.35 | 94.56 | 94.79 | 94.85 |
| 3 | Tana Tidung | 88.00 | 88.49 | 89.05 | 89.93 | 90.15 | 93.91 |
| 4 | Tarakan | 97.89 | 97.92 | 98.23 | 98.02 | 99.04 | 98.98 |
| 5 | East Kalimantan | 96.36 | 96.89 | 97.05 | 97.21 | 97.55 | 97.43 |

Source: RPJPD North Borneo Province 2005 - 2015) *

Data in the position of the latest developments

Based on data from the table above, the region that the value of the highest literacy rate in the province of North Borneo is the town of Tarakan. In 2008 the town of Tarakan value literacy rate of 97.89, and this figure increased to 99.04% at the end of 2012. The development value literacy rate is almost 100% proves that the program of the Department of Education and assisted by government funding the city has been able at least to improve and reduce the number of people who are illiterate, or can not read and write. Inversely proportional to

the town of Tarakan, from 2008 through 2012. Tana Tidung which is a division of Bulungan since 2009 has a value of literacy rate among the lowest in North Borneo when compared to the surrounding counties. This is understandable given the district a new autonomous region that was originally a district of Bulungan. In 2009 the value of literacy rate in Tana Tidung by 88%, and by the end of 2012 the value of the district's literacy rate increased to 90.15%. Based on the value indeed value literacy rate in the district is relatively low, but it can also be seen that in the last 4 years there is always an increase in the value of literacy rate in Tana Tidung.

The school building is in good condition is supporting the implementation of a good education. General data indicate that the general condition of the building at the school 9-year basic education levels tend to be less good. The school building is relatively quite well most often found in urban areas. While rural areas tend to be less well, even in isolated areas inadequate conditions for the learning process. Almost all districts reported that the school or school buildings in good condition is not found in almost all districts / municipalities in the province of North Borneo.

North Borneo province education problems greatly influenced the geographic and demographic conditions. North Borneo is a new province of the results of the division are still in the process of structuring and development of administrative area with all facilities and infrastructure. Province North Borneo region fairly extensive with the geographical conditions of the region is dominated by mountains and hills, and plains. Scattered mountainous regions of the western part of East Borneo province, Bulungan, Malinau District, up to the border with Malaysia.

Land use in the province of North Borneo forest is dominated by the state, with an area of up to 80% of the total area of the region, in most districts such as Malinau (89%), Nunukan (74%), and the Bulungan Regency (43%). Settlement in the form of land use area of the city, village and special district in the province of North Borneo is only about 0.5% area. The percentage of the highest residential land use in the city of Tarakan, ie 6.7% of the total area.

Settlement system is intended as a system to establish the chain of life of the population "residing" in a land that is used for farming activities in the broad sense. Settlement system forming regions in the form of the town, village and special areas. Specific zoning conditions in the province of North Borneo can be divided into: urban areas, rural areas, including inland, coastal areas and islands, and a special area of the border.

3.2 Condition 9 Year Basic Education in Each Region

3.2.1 Urban Areas:

Matrix 1: Condition of Students and Teachers

| No. | Aspect | Conditions | Description |
|-----|---|--|---|
| 1 | The number of students | Tend to be plentiful and adequate | The school building is adequate compared with the number of school children |
| 2 | Graduation rates | The highest when compared to other regions | --- |
| 3 | Dropout rates | Low | At the elementary school level and junior hardly encountered dropouts |
| 4 | Numbers stay the class / no grade | Tend very low | At the elementary school level and junior virtually no repeat, because students are not usually moved to the next grade schools and increased class |
| 5 | Students repeat | Very low | -- |
| 6 | Community participation to educate children | Tend high | -- |
| 7 | Availability of teachers | Relatively adequate | Teachers in urban areas is relatively sufficient and adequate availability than in rural areas |
| 8 | Excess or shortage of teachers | Tends to excess rather than shortage of teachers | Tends to excess rather than shortage of teachers |
| 9 | Teacher education background | Tend pretty good | Most graduate diploma and bachelor |
| 10 | Suitability of teaching competence | Tend quite appropriate | Especially at the level of Primary School and Junior High School |
| 11 | The ratio of teachers and students | Tend pretty good | -- |
| 12 | Study groups | Tend to be high enough | -- |

Based on the information presented in the above matrix can be explained that the condition of the

number of students in urban schools tend to be adequate. That, along with the presence and the number of schools are also sufficient. Student graduation rate is high compared to other local conditions. Hardly encountered dropouts, especially in the 9-year basic education. Thus, the number of children repeating grades and children tend to be very little. This is supported by the information that the child does not grade moved to other schools and children into the next grade. Community participation in the school tends to be quite high compared with other regions.

Conditions availability of teachers in urban areas tend to be quite good and adequate. The number of teachers is relatively good although there are some places like, suburban, availability of teachers is less. Teacher education background tend to be quite good and adequate, especially at primary school level, most graduates of Diploma and bachelor. Suitability adequate teaching competence, although some of them encountered teachers who teach not in accordance with the competence or expertise or not in accordance with the department. Where the teacher student ratio is likely to be higher than other areas and so are the conditions of student learning group.

Matrix 2: Condition of Infrastructures

| No | School | Building | Class rooms | Lab/library | Infrastructures | Bath rooms | Teacher space | Space of Head School |
|----|--------------------|-----------------|------------------|------------------|------------------|------------------|------------------|----------------------|
| 1 | Primery School | Tend quite | Tend adequate | Tend less | Tend pretty good | Tend pretty good | Tend less | Tend good |
| 2 | Junior High School | Tend adequately | Tend pretty good | Tend pretty good | Tend pretty good | Tend pretty good | Tend pretty good | Tend good |

Various information presented in the above matrix can be explained that: the condition of facilities and infrastructure at the primary school level and equal tends to be quite adequate. At the junior high school level and equal most tend adequate. The condition of classrooms at all levels tend to be enough to show good. Laboratory equipment and libraries tend to be quite good, but at the elementary school level tend to be less than adequate condition. Sports facilities mean shows tend to be quite good. The bathroom is pretty good condition. Teachers' room condition is quite good, but in an elementary school tend to be less good condition. The condition of the principal's office at all levels show well.

3.2.2 Mountains Region and Agriculture (Rural)

Matrix 3: Condition of Students and Teachers

| No. | Aspect | Conditions | Description |
|-----|---|------------------------|---|
| 1 | The number of students | Tend good | Many school buildings have not been sufficient |
| 2 | Graduation rates | Categorized quite good | --- |
| 3 | Dropout rates | Tend medium | Students dropouts Dropout was often occurs on the level of Junior High School and High School |
| 4 | Numbers stay the class / no grade | Tend low | Students do not ride low grade especially prone occur in Junior High School and High School or equivalent |
| 5 | Students repeat | The low to very low | -- |
| 6 | Community participation to educate children | Tend pretty good | -- |
| 7 | Availability of teachers | Tend less | Adequate to inadequate conditions, especially in isolated areas, in rural areas |
| 8 | Excess or shortage of teachers | Tends to be quite | Teachers tends to be quite up to the lack of teachers shortage is particularly the case in rural areas. |
| 9 | Teacher education background | Tend to moderate | Teacher education diploma and bachelor, but also found not graduate teachers |
| 10 | Suitability of teaching competence | Tend enough | According especially in elementary and junior high school |
| 11 | The ratio of teachers and students | Tend to be less well | -- |
| 12 | Study groups | Tend to be pretty | -- |

Based on the information in the above matrix can be explained that the condition of the number of students in mountainous areas tend to be fairly compared with other regions. Student graduation rates is quite good compared to other local conditions. Dropouts shows tend to be moderate, with a note that the dropout is common in junior high school level or equivalent. Children repeating grades and children tend to be low to very low. The gross enrollment rate and the net enrollment rate is quite compared to other regions.

Conditions availability of teachers in mountainous areas tend to be quite up to less. Deficiency occurs mainly in rural areas. The number of teachers tend to be relatively up to lack of teachers, especially in rural areas. Teacher education background tend to be quite adequate to less, most graduate Diploma and bachelor, but still found some teachers who are not graduates of teachers. Suitability of teaching competence of teachers tends to be quite appropriate. Where a student teacher ratios tend to be less well compared with other regions, the group of student learning conditions tend to be quite good.

Matrix 4: Condition of Infrastructures

| No | School | Building | Class rooms | Lab/ library | Infrastructures of sports | Bath rooms | Teacher space | Space of Head School |
|----|--------------------|-----------------|------------------------|------------------------|---------------------------|------------------|------------------------|----------------------|
| 1 | Primery School | Tend quite | Tend to be quite | Tend less | Tend pretty good | Tend pretty good | Tend to be fairly well | Tend to be less |
| 2 | Junior High School | Tend adequately | Tend to be fairly well | Tend to be fairly well | Tend to be fairly well | Tend pretty good | Tend to be fairly well | Tend good |

Various information obtained about the condition of mountainous areas, as presented in the above matrix, with explanation as follows: The condition of facilities and infrastructure in every type and level of school are less likely to be quite adequate, shortages usually occur in rural areas; Classrooms at all levels indicate are less likely to be sufficient; Laboratory equipment and libraries tend to be less up with enough, but at the elementary level condition is lacking or inadequate; Sports turf averages indicate are less likely to be sufficient; The condition tends to moderate showers to less; The condition tends to be pretty good teacher's room, but on the basis school condition is likely to be less and; The principal's office at all levels tend to be pretty good show.

3.2.3 Area of Coastal

Matrix 5: Condition of Students and Teachers

| No. | Aspect | Conditions | Description |
|-----|---|-----------------------------------|--|
| 1 | The number of students | Tend to be quite | To be quite a lot of existence of school tend not sufficient |
| 2 | Graduation rates | Tend unfavorable until sufficient | --- |
| 3 | Dropout rates | tend to be moderate | To be moderate to Dropout common on the level of Junior High School and High School |
| 4 | Numbers stay the class / no grade | Tends to be low to moderate | Grade occur in middle and high school or equivalent |
| 5 | Students repeat | Tends to be low to moderate | Found cases are often in and out of school |
| 6 | Community participation to educate children | Tend to moderate | -- |
| 7 | Availability of teachers | Tend inadequate | Inadequate conditions, especially in areas where children have been at sea for fishing |
| 8 | Excess or shortage of teachers | Tends to be quite | Quite up to the teacher shortage deficiency mainly occurs in isolated areas. |
| 9 | Teacher education background | Tend to moderate | Condition is diploma and bachelor, but also found not graduate teachers |
| 10 | Suitability of teaching competence | Tend to be fairly | Fit especially in elementary and junior high school |
| 11 | The ratio of teachers and students | Tend less- well | -- |
| 12 | Study groups | Tend to be pretty | -- |

On the matrix above can be explained that the condition of the number of students in the coastal areas tend to be quite a lot, but the number of schools tend not sufficient. Graduate students tend to be less well classified until fairly compared with other regional conditions. Dropouts shows tend to moderate to high. Children stay children repeat classes and the average tends to be low to moderate. Community participation to education tends to mean being.

Conditions availability of teachers in the coastal areas are less likely to be sufficient. Shortages especially in isolated areas. The number of teachers relative tends to be quite up to the lack of teachers, especially in isolated areas. Teacher education background conditions tend to moderate, meaning that most of the teachers diploma and bachelor. Suitability of teaching competence of teachers tends to be quite appropriate. The ratio of teachers students tend to do poorly coastal and group learning conditions of students tend to be quite good compared to other regions.

Matrix 6: Condition of Infrastructures

| No | School | Building | Class rooms | Lab/ library | Infrastructures of sports | Bath rooms | Teacher space | Space of Head School |
|----|--------------------|--------------------|------------------|------------------|---------------------------|------------------|----------------------|---------------------------------|
| 1 | Primery School | Tend less- quite | Less inclined | Less inclined | Less inclined | Tend pretty good | Pretty good inclined | Tend to be pretty good |
| 2 | Junior High School | tend to adequately | tend Good Enough | Good Enough tend | tend Fairly good | Fairly good | Fairly good | inclined tend to be fairly Good |

In the matrix shows that the condition of facilities and infrastructure building in the 9-year basic education are less likely to be sufficient. Classrooms at all levels indicate are less likely to sufficient, however often found the location of the school building is not right, so often encountered classrooms empty or unused due to insufficient number of students. Laboratory equipment and libraries tend to be less up pretty well. Sports Turf averages indicate are less likely to fairly good. The bathroom is pretty good condition. The condition tends to the average teacher's room is good enough. The principal's office at all levels indicate the condition tends to be quite good.

3.2.4 Regions of Islands

Matrix 7: Condition of Students and Teachers

| No. | Aspect | Conditions | Description |
|-----|---|-----------------------|--|
| 1 | The number of students | Tends to be quite | A lot of schools have not been sufficient |
| 2 | Graduation rates | Tend not to good | --- |
| 3 | Dropout rates | Moderate | To be moderate to dropout common on the level of Junior High School and High School |
| 4 | Numbers stay the class / no grade | Middle | Grade occur in middle and high school or equivalent |
| 5 | Students repeat | Tends to moderate | Found cases are often in and out of school |
| 6 | Community participation to educate children | Tend to moderate | -- |
| 7 | Availability of teachers | Tend inadequate | Inadequate conditions, especially in areas where children have been at sea for fishing |
| 8 | Excess or shortage of teachers | Tends to be quite | Quite up to the teacher shortage deficiency mainly occurs in isolated areas. |
| 9 | Teacher education background | Tend to moderate | Conditions are likely to moderate to less Especially in the area of the outer islands |
| 10 | Suitability of teaching competence | Tend less until quite | Especially in the 9-year basic education |
| 11 | The ratio of teachers and students | Tend less- good | Teachers tend to be willing to be placed in this region |
| 12 | Study groups | Tend to be pretty | Study groups for shelter residents scattered |

On the matrix above can be explained that the students in this area actually tend to be pretty, but the number of schools has not been sufficient. Dropouts tend relatively common compared with other regional conditions. Dropouts show common, especially in basic education of 9 years. Children live classes and children tend to repeat the common average. Community participation in the school shows tend to be moderate.

That the situation of teachers in the area tend to be inadequate availability of Islands. Shortages especially in isolated areas. State teachers tend to lack of teachers, especially in the outer islands and the farthest. Teacher education background conditions tend moderate to less, especially in the outer islands are very less. Suitability of teaching competence of teachers are less likely to quite fit. Where the teacher student ratio is likely

to be less well, especially in the outer islands and a group of student learning conditions tend to be low compared with other regions.

Matrix 8: Condition of Infrastructures

| No | School | Building | Class rooms | Lab/library | Infrastructures of sports | Bath rooms | Teacher space | Space of Head School |
|----|--------------------|-----------------|---------------------|------------------|---------------------------|------------------|------------------------|------------------------------|
| 1 | Primery School | Tend less-quite | Quite adequate | Less inclined | Less inclined | Tend pretty good | Pretty good | Tend to be quite good |
| 2 | Junior High School | Tend to be less | tend to Good Enough | Good Enough tend | tend to good enough | good enough | Tend to be good Fairly | good Neither inclined enough |

In the matrix shows that the condition of facilities and infrastructure building in elementary school are less likely to be sufficient. Classrooms in elementary and junior high schools, namely the 9-year basic education level, indicating poor to adequate. Laboratory equipment and libraries tend to be lacking, especially in the 9-year basic education. Sports turf averages indicate are less likely to be enough. Condition of the bathroom tends to be quite good. The condition of the average teacher's room tends to be quite good. The principal's office at all levels indicate the condition tends to be quite good.

3.2.5 Isolated Regions

Matrix 9: Condition of Students and Teachers

| No. | Aspect | Conditions | Description |
|-----|---|---------------------------|---|
| 1 | The number of students | Tends to be quite | A lot of schools have not been sufficient |
| 2 | Graduation rates | not to good tend | --- |
| 3 | Dropout rates | often encountered | |
| 4 | Numbers stay the class / no grade | often encountered | |
| 5 | Students repeat | Tends to moderate | Cases are often in and out of school |
| 6 | Community participation to educate children | Tend to moderate | -- |
| 7 | Availability of teachers | Tend inadequate | Tend of less isolated Regions |
| 8 | Excess or shortage of teachers | Tends to be quite | To be quite up to the teacher shortage |
| 9 | Teacher education background | Tend to moderate | Conditions are likely to moderate to less |
| 10 | Suitability of teaching competence | Tend less until quite fit | |
| 11 | The ratio of teachers and students | Tend less- good | |
| 12 | Study groups | Tend less enough | |

On the matrix above can be explained that students at this isolated areas actually tends to be pretty, but the number of schools tend not sufficient. Dropping out of school at various levels tend to be common compared with other regional conditions. Children live classes and children tend to repeat often encountered. Community participation in the school shows tend to be moderate.

Conditions of teachers in the area tend to be inadequate isolated availability. State teachers tend to lack of teachers, especially in regions farthest. Teacher education background conditions tend moderate to less. Suitability of teaching competence of teachers are less likely to be enough. Where the teacher student ratio is likely to be less well, especially in regions farthest and conditions of study groups of students tend to be low compared with other regions.

Matrix 10: Condition of Infrastructures

| No | School | Building | Class rooms | Lab/ library | Infrastructures of sports | Bath rooms | Teacher space | Space of Head School |
|----|--------------------|-----------------|-------------------------|----------------------|---------------------------|------------------|------------------------|------------------------------|
| 1 | Primery School | Adequately | Quite adequate | Less inclined | Less inclined | Tend pretty good | tend to be less well | Tend not good |
| 2 | Junior High School | tend inadequate | tend to not good enough | tend to be less well | tend to be less | tend to be less | Tend to be good Fairly | good Neither inclined enough |

In the matrix indicates that this area is generally character as follows: The condition of facilities and infrastructure building in elementary schools and junior high schools tend to be less. Classrooms at all levels showed less, particularly basic education level 9 years old. Laboratory equipment and libraries tend to be less. Sports turf mean shows tend to be less. The condition tends to be less good bathroom. Space conditions mean teachers are less likely to be enough. The principal's office at all levels indicate the condition is likely to be less.

3.2.6 Frontier with the State of Malaysia

Matrix 11: Condition of Students and Teachers

| No. | Aspect | Conditions | Description |
|-----|---|---------------------------|--|
| 1 | The number of students | tends to be quite | a lot Quite often found students from families of children of Indonesian workers who work abroad |
| 2 | Graduation rates | not to good tend | --- |
| 3 | Dropout rates | often encountered | |
| 4 | Numbers stay the class / no grade | often not found | |
| 5 | Students repeat | not found | cases are often in and out of school |
| 6 | Community participation to educate children | often not found | -- |
| 7 | Availability of teachers | adequate tend | border areas with neighboring countries Malaysia |
| 8 | Excess or shortage of teachers | tends to be quite | to be quite up to the teacher shortage |
| 9 | Teacher education background | less likely condition | |
| 10 | Suitability of teaching competence | Tend less until quite fit | |
| 11 | The ratio of teachers and students | tend less- good | |
| 12 | Study groups | tend less | |

On the matrix above can be explained that the students in this area is actually likely to be enough. The student's character, found many students who come from families children of Indonesian workers who work abroad. The number of schools tend not sufficient. Dropouts at various levels show common. Children live classes and children tend to repeat often encountered. Community participation in the school shows tend to be moderate.

Conditions of teachers in border regions tend to be less adequate availability. The number of teachers is still lacking. Teacher education background conditions are likely to be less. Suitability of teaching competence of teachers are less likely to be enough. The ratio of teachers and students tend to be less good group of student learning conditions tend to be low or less than the other regions.

Matrix 12: Condition of Infrastructures

| No | School | Building | Class rooms | Lab/library | Infrastructures of sports | Bath rooms | Teacher space | Space of Head School |
|----|--------------------|-----------------|------------------|----------------------|---------------------------|------------------|----------------------|------------------------------|
| 1 | Primery School | Adequately | Quite adequate | Less inclined | Less inclined | Tend pretty good | tend to be less well | Tend not good |
| 2 | Junior High School | tend inadequate | tend to not good | tend to be less well | tend to be less | tend to be less | Tend to be good | good neither inclined enough |

In the matrix indicates that this area is generally a bona fide character of the condition of school facilities and infrastructure as follows: The condition of the building facilities and infrastructure tend to be less. Classrooms at all levels show shows tend to be less. Laboratory equipment and libraries tend to be less. Sports turf shows tend to be less. The condition tends to be less good bathroom. The condition tends to be less the average teacher's room. The principal's office at all levels indicate the condition is likely to be less.

4. Discussion

Urban areas in the province of North Borneo indicates very rapid population growth and urbanization are quite high; As a city transit Indonesian workers who work in the State Malaysia; Concentration of a number of civil servants teachers in Urban; Increasing juvenile delinquency and brawl students; Propensity free lifestyle among adolescents. Adolescent problems associated with the research findings are in line with previous research findings, in which juvenile delinquency impact on the number of street children is increasing in the city (Amirudin, Fatchan, and Budijanto 2006). Other problems in urban areas in the province of North Borneo is the development of new classrooms began difficult because of limited land, so that the construction of classrooms to be built in stages.

However, it is known that in urban areas is almost not found the child in the 9-year basic education dropouts. This is in line with what was noted by Bruce, that children have the willingness school and learning related to environmental conditions and it is also how students learn with regard to environmental conditions such (Bruce, 1996). The efforts of parents to their children not riding school into a riding school is a lot done in the urban areas in the province of North Borneo. One way that is generally done is a child who does not grade moved to other schools and children into the next grade.

Community participation to schools in urban areas tend to be quite high compared with other regions. It shows that schools in urban areas became the main purpose of the parents, so that children become better at learning. Because schools in the city is seen as a means of learning which school is better than schools in rural areas. As previous research shows that community participation makes the existence of high schools into high schools tend to be faster progress and student's motivation is also to be increased (Cotton, 1990; Cotton, 1991; Cross, 1996, Amirudin and Fatchan, 2009).

The findings in this study show different things with these findings, that high public participation related to the condition of urban character has a high awareness of their children's education. It was different with the condition of rural populations and communities Malaysia borders with neighboring countries and communities in disadvantaged areas and outermost. Where community participation is high, but the availability of educational facilities is low, it did not support the 9-year basic education development in the area. Thus, the findings of this research complements research findings criticize (Cotton, 1990 and Fatchan and Amirudin, 2009).

The foregoing strengthened data and information in rural areas and the interior of the province of North Borneo which indicates a low level of community participation. Data and information stretcher in some detail shows as follows: Many found the access road is not adequate; Expensive transportation costs, transportation takes a long time, so the cost of living is expensive; The risk of dangerous journey because of the rugged terrain; Building materials are not available, making it hard improvement of educational infrastructure; Uneven distribution of population; The lack of information about education, so that the awareness of the importance of education is low; Limited facilities and infrastructure inadequate education, electricity, and telephone communication network is not good.

As we know that the condition of teachers in the province of North Borneo indicates that the number of qualified teachers is very little. Furthermore, the quality of the few teachers who are not willing (will not) be placed in rural or remote areas. In the case in the area desperately need, because the level of public education on average is still low, the public mindset is still traditional, and many people who are economically disadvantaged. Such a condition makes the transformation of education to improve the quality of education is low. That sort of thing also happens in the slums of suburban communities in Surabaya, East Java province, and remote and

isolated areas in the province of Lombok (Plan International Indonesia, 2003; Amirudin, Fatchan, and Budijanto 2006).

Coastal areas and islands in the province of Borneo shows the level of public education or the parents of students is still low, poor areas, high school dropouts, high population growth, low educational information, educational facilities and infrastructure is low, the availability of school buildings improper location. It shows that the education program is not a good arrangement. Educational facilities provided by the government is not exactly the end of the cause of students studying less motivated. As is known to the coastal area of unique and it requires a specific characteristic of educational services. That's because from an early age, boys in particular, has been doing by his parents being fishermen. Such conditions require educational model, learning patterns, and the patterns of special schools. As the model of education "in and out" for street children who live in a rural area in the "slums" (Amirudin, Fatchan, and Budijanto 2006).

The province of North Borneo is a unique region. One form of uniqueness that is the border area with neighboring countries Malaysia. A prominent feature in the area is the high cost of living and education expenses due to isolation, availability of schools is inadequate, limited educational facilities, the availability of school buildings are inadequate and inappropriate location, inadequate number of qualified teachers, the students who left the parents working abroad (in Malaysia) and the access road is not adequate. Such a condition being in a good education hampered the implementation of various social problems, in addition to the problem of education itself (Kunkel, 1975). Thus, solving the problems of education in the border area need to involve some kind of review of social problems. Perhaps the construction of schools and the implementation of learners in schools should be designed together with the community, as well as basic education programs ever undertaken in the province of Lombok (Fatchan at al, 2004). Perhaps it was the school model "school-based management of schools and community collaboration frontier" in the area "border with the State Malaysia" in the province of North Borneo.

5. Conclusion

General condition of the 9-year basic education in the area of research in addition can be categorized based administrative regions (cities and counties), also based on the reality of the geographical conditions are the conditions province of North Borneo region are very diverse. This diversity is related to the area of urban areas, mountains or hills, plains region, coastal areas, island regions, isolated areas, and the border with the State Malaysia. Conditions in each area of the region with regard to the character of (1) the condition of the students, (2) the condition of the teacher, (3) the condition of the facilities and infrastructure to support schools, (4) social and economic condition of society in each character area.

Each region shows a characteristic as follows: urban areas the average tends to be better than other areas, mountainous areas or hilly averages tend to be fairly good, plain areas or areas of paddy fields and fields averages tend to be fairly good, the beach area averages tend to moderate, the islands mean tended character being scattered, isolated areas tend to be low and behind the average, and the average border regions tend to be low until quite characterless learners resident children who work abroad.

Development for 9-year Basic Education in the Province of North Borneo should have been based on the problems of education in line with the geographic and demographic characteristics. The region includes: urban areas, rural areas were isolated mountainous or hilly, agricultural plains region, coastal areas of the river and the coast, the archipelago, and the border areas with other countries. Plan appropriate programs related to quality improvement programs educators, program improvement and equity of education, program improvement of educational facilities, and programs to increase the competence of teachers.

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